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ABSTRACT

This is a summary in outline form of the English language teaching situation in Morocco. Arabic is the official language of the country, and French is the second language of the educated section of society. English is not used as a medium of communication or as a medium of instruction, except in isolated cases at highest postgraduate level. However, the English language is presently very much in favor and the government is anxious to encourage English teaching. The following topics are discussed in this profile: (1) the role of English; (2) English within the education system (classes, syllabi and tests at the secondary and college levels, the Inspectorate, and English for Special Purposes); (3) the teaching cadre (the supply of native and foreign teachers, teacher qualifications and the two teacher training facilities); (4) teaching materials (textbook choices and availability of books); (5) English outside the educational system (private, commercial schools); and (6) British and American support for the teaching of English. In addition, bibliographic citations are provided for four recent reports relevant to EFL (English as a foreign language) in Morocco. (CFM)

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ENGLISH TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

Country: Morocco

April 1977

Arabic is the official language of Morocco and is widely spoken in its local dialectal form. Berber is the first language of much of the population outside the larger towns but it has no official status and is not used as a language of instruction; it can only be studied in the Centre Culturel Français. French is the second language of the educated section of society and is still widely used in administration and business. Official policy is to replace French progressively with Arabic. Those most in favour of the promotion of Arabic are often the most ardent advocates of English, which is already the language of the choice for some of the more sophisticated.

1. Role of English

1.1 English is relatively free of links with colonialism in Morocco and is seen by many as the key to better opportunities than those offered by French alone.

1.2 English is not used as a medium of instruction apart from isolated cases at the highest postgraduate level. It is increasingly used as a study language at undergraduate and postgraduate level in the applied sciences, statistics, economics and agronomy.

1.3 English is not used as a medium of communication within the country. It is considered an important language of international communication in business and industry, science and technology, tourism, politics and international relations.

2. English within the Education System

2.1 English is not taught at primary level, though its introduction at this level has been stated as a long term aim of the government.

2.2 At secondary level, the pattern of English teaching is complex. Secondary school education (in theory 11-18 but in practice up to 23-24) lasts seven years and is divided into two cycles. The first cycle lasts four years and at the end pupils pass a state examination, the BEPC. English was formerly taught in the last year of the first cycle but this was discontinued in 1966 owing to the shortage of teachers.

2.3 The pattern of English teaching in the second cycle varies slightly according to region and greatly according to specialisation. The pattern of hours according to specialisation is as follows:

Year	Teacher[1]	Students
5 Letters	6	5
Sciences	5	4
6 Letters	6	5
Sciences	5	4
Préformation	8 or 9[2][3]	8 or 9

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Year	Teacher[1]	Students
7 Letters	6	5
Sciences	4	3
Préformation	8 or 9	8 or 9
Lettres-Originelles (Arabic studies)	5	4

Notes

(1) Teachers have one more hour than students as the class is split into two groups for two lessons, each half attending only one lesson.

(2) This is a regional difference. In the north, Préformation classes receive 8 hours per week. In the south (ie Marrakesh region) it was decided to increase the total to 9 since Préformation class teachers are usually educational advisers (conseillers pédagogiques) and must miss a certain number of classes each term to fulfil their advisory duties.

(3) Préformation classes, formerly called classes pilotes, were started 10 years ago in an attempt to:

i. compensate for the loss of a year's English caused by the reduction of the English syllabus from four years to three.

ii. provide initial intensive English language training for those intending to become teachers of English that is, they were pre-formed as teachers in the French sense.

iii. maintain standards of English for those intending to enter the Faculty of Arts. Students are selected for these classes at the end of the fifth year on the basis of interview, year's work and teacher's recommendation. Schools are designated for the classes in each major centre. Thus any préformation class may have students from four or more lycées depending on the catchment area. There are at present 17 préformation classes in Morocco. The maximum number of students for classes is 25 (in normal classes 40 +). The aims of the classes have not been altogether fulfilled as students are not obliged to register for English at the Faculty of Arts, nor to become English teachers and at present about 70-80% go on to study English. (At tertiary level the number of hours given to non-major English varies from 1 to 4 depending on the degree of importance accorded to English, and the availability of time on the timetable.)

2.4 English literature is not taught at secondary level, though simplified readers form an increasingly important part in the syllabus. The level attained during three years is not sufficiently high to justify literature as a separate subject and official instructions state that only the language as a means of communication should be taught. It is not until the second year of the Faculty that anything approaching literature is formally studied. Language and literature are only properly distinguished in the second cycle (years 3 and 4) of the English Department at the Faculties of Fez and Rabat.

2.5 English is examined through the formal baccalauréat examination at the end of the seventh year of secondary school. Each section (Letters/Sciences/Lettres Originelles/Préformation) has a different examination whose degree of difficulty depends on the hours taught per week. Half the marks are for the subjectively marked oral interview.

2.6 A pass in the baccalauréat automatically qualifies a pupil to enter a Faculty. Instituts Supérieurs (the specialised colleges) organise their own competitive entrance examinations (concours). The only concours in which English is important at present is that for the Institut Supérieur de Tourisme in Tangier. English is weighted in assessing the final mark of each pupil according to whether it is being offered as a major or minor subject.

2.7 At the secondary level, the syllabus is drawn up and controlled by the Division des Programmes et des Méthodes Pédagogiques guided by the official instructions of the Ministry of Primary and Secondary Education. In practice the actual teaching syllabus is drawn up and supervised by the Inspectors in each region. In some regions this is a structural list with recommendations as to which books should be used, in others Inspectors insist on a certain number of chapters of a textbook being covered. Teachers are largely free to use books and materials other than those recommended. The school administration has little say in these matters.

At tertiary level the two English Departments of Rabat and Fez have great freedom in prescribing textbooks for study. Courses last 4 years and textbooks are selected by departmental committees of all staff.

In specialised colleges the choice of materials, books and syllabus is left entirely to the teachers themselves - most of whom are part-time, hourly-paid and non-specialist.

2.8 The Inspectorate is part of the Division des Programmes et Méthodes Pédagogiques and is responsible for inspecting and examining probationary teachers, maintaining pedagogical standards through inspections, organising in-service courses and conferences, and setting baccalauréat English papers. Morocco is divided into "zones d'inspection" and each zone has an independent Inspector aided by experienced teachers who act as educational advisers. The Inspector in Rabat is responsible for coordination between zones. There is little to attract Moroccans to the post of Inspectors as it involves a large amount of travelling on poor expenses. The majority of Inspectors are French.

The zones and nationalities of inspectors at present are:

Rabat	French
Casablanca I	Moroccan
Casablanca II	French
El Jadida/Settat/ Beni Mellal	Canadian
Safi/Agadir/Marrakech	French
Meknes/Ksar Es Souk	Moroccan
Fez/Oujda	French
Tangier/Tetouan	None (formerly Moroccan - post at present unfilled)

2.9 Until recently there was little attempt to provide genuine ESP courses. There is a great reluctance by secondary school teachers and Faculty staff even to discuss specialised English and on the whole English teachers in specialised colleges were also reluctant to make their courses fit the needs of the students. The only exceptions to this were in the tourist field - Royal Air Maroc and the hotel schools have run courses relevant to the functional needs of the students for several years. Recently there has been a growing interest in specialist English courses in colleges and in commerce and industry but this remains for the present

uncoordinated as each Institut Supérieur is independently controlled by the Ministry which it exists to serve.

2.10 Within the state educational system there is no provision for the teaching of English to adults and this is in the hands of private, commercial schools in the major centres. As stated in 1.1 English is seen by many as the key to the broader based future and although English language is not booming as a business in Morocco all private schools have enjoyed steady growth in the last five years. The British Council has a Language Centre with some 400 students in Rabat and the Americans have centres in Casablanca (with 1300 students), Rabat (700), Fez, Tangier and Marrakech.

3. Teaching Cadre

3.1 Morocco is unable to supply enough teachers from its own resources to meet demand. It is estimated that even with the current expansion of teacher training facilities it will be five years before supply will overtake the growing need. There are approximately 100,000 pupils learning English in secondary schools and in the year 1975/76 there were 754 English teachers. Average class size was forty plus. The figures for teachers in 1975/76 were:

Moroccans	234
French	384
Peace Corps Volunteers	96
Others (inc.8/9 British)	40

At the time of writing, only an overall total for 1976/77 of 854 teachers of all nationalities has been prepared. Of these there are 34 British teachers supplied by the Centre for British Teachers, plus other British teachers working for the Ministry of Primary and Secondary Education, plus 4 ODM category IV staff, plus British wives of Moroccans and of French co-operants (always difficult to identify in the eventually published lists), giving an estimated British contingent of 50-60.

3.2 It is difficult to obtain an accurate figure for the proportion of Moroccan teachers fully qualified to teach at secondary level. One informed guess puts teachers with full professional status as secondary school teachers at 35%. Many of the best Moroccan secondary school teachers try to transfer to the Faculty after acquiring higher degrees as they are thus offered higher salaries and better conditions than in secondary schools, but such requests for transfer are now rarely granted.

3.2.1 The situation with regard to qualifications for Moroccan teachers of English is anomalous. The formal requirement to teach at second cycle level in a secondary school is the Licence (BA) and for full professional status to be obtained, the teacher must either take the postgraduate teaching diploma at the Ecole Normale Supérieure - a one year course - or, if he chooses to teach directly after obtaining his Licence, must take a written and practical qualifying exam, the CAPES. This can be taken after one year's probationary teaching. The status of the ENS diploma has only recently been reformed and clarified as previously even those with the ENS diploma had to pass the practical part of the CAPES to obtain full professional status (titularisation). There are anomalies as many of the Moroccan teachers do not possess a degree. Of these, 94 are at present first cycle teachers. This means that they completed the first two years of the Faculty degree (also called the 1st cycle) but for some reason did not continue. These teachers are, in theory at least, only allowed to teach in the first cycle of secondary school and such teachers are paid a lower salary

and work longer hours. However, as English is not taught in the first cycle and as there is a shortage of English teachers, first cycle teachers do teach English in the second cycle, but receive only first cycle pay. These teachers can achieve full professional status as first cycle teachers by passing a written and practical examination, the CAP, but are unable to become fully qualified second cycle teachers until they complete their degrees. There is also a small number of teachers teaching English in the second cycle with only a baccalauréat qualification. These teachers, known as Instituteurs Stagiaires, can only achieve primary school teacher status.

3.2.2 Among expatriate British staff obtaining recognition of equivalent qualifications has at times proved to be an arduous task. A fully qualified and established British teacher does not become automatically so in Moroccan and recognition of equivalence has often been achieved only after lengthy individual negotiation. Nevertheless, if the teacher submits his application through the British Council Representative, the Ministry of Primary and Secondary Education will now accept the latter's recommendation and authentication of degree and diploma certificates.

3.2.3 The French obtain full professional status with no difficulty as the Moroccan system is modelled on the French. The Americans who are not with the Peace Corps and other expatriates have the same problems of recognition as unsupported British teachers.

3.3 Teacher training facilities are currently limited to two establishments.

3.3.1 The well-equipped Ecole Normale Supérieure (ENS) in Rabat was founded in 1957 with UNESCO aid. Originally students enrolled for the ENS immediately after the baccalauréat and followed courses at the Faculty together with courses at the ENS for four years. This pattern has been changed and the ENS now operates very much as a postgraduate Institute of Education offering a one year course in ELT which includes methodology, linguistics, phonetics, educational psychology and practical teaching. Its students enjoy the benefits of being titulaires (established civil servants) which provides the necessary inducement.

3.3.2 The Centre Pédagogique Régional (CPR) also in Rabat, trains first cycle teachers (see 3.2.1 above). Its English Department was created in 1975 as a short-term means of rapidly increasing the number of Moroccan teachers. The students must possess a baccalauréat and there is a competitive entrance examination. The course lasts two years at the end of which a diploma awarding first cycle teacher status is granted. In the year 1975/76 there were 70 students, and another 70 joined in 1976/77. New lavishly equipped buildings are at present being built for both the ENS and CPR.

3.3.3 In-service training is limited to one day conferences and workshops organised locally by Inspectors and their educational advisers. There are usually two or three series of conferences in each major centre per year. The Inspectorate also organises occasional seminars for teachers (for example a two week seminar in December 1975) and with ODM and British Council has organised three three week summer schools since 1974. There is no formal or specialised training for University teachers, ENS/CPR teacher trainers or for English teachers in Instituts Supérieurs. English teachers in these establishments are largely dependent on postgraduate courses abroad - notably in the UK or in the United States for initial and further training.

3.4 There is no professional organisation for Teachers of English, though an Association of Modern Language Teachers was recently proposed.

4. Teaching Materials

4.1 Secondary - The adequacy (or rather inadequacy) of teaching materials at secondary levels varies greatly from school to school and region to region. Schools suffer from shortages of textbooks, hardware, chalk, dusters and sometimes blackboards. Those pupils who are able to provide their own textbooks usually do so. Little can be done to improve this situation in the short term as each year a budget is allocated to each school for materials, but in reality little is bought. Hardware, such as tape-recorders, is not maintained and repaired. There is rarely money allocated for tapes and teachers must buy their own and prepare 'pirate' recordings.

4.2 The syllabus and choice of textbooks are not centrally controlled. Inspectors lay down guidelines and provide a list of recommended course material and the teacher or school makes the choice. However the general pattern is one of uniformity in each zone.

4.3 The country divides into north and south on textbooks. The general pattern is as follows:

5th year	Success with English I or First Things First
6th year	Success with English I or First Things First Practice and Progress
7th year	English Texts/Intermediate Comprehension Passages/ Practice and Progress

The south favours First Things First, the north, Success with English I. English Texts is, as its title suggests, a collection of literary or journalistic passages of English selected by a former Inspector, Jacques de Sarcilly, and published locally. It contains no guidance notes for teachers or students. As teachers are free to choose their own materials to a large extent, many use Kernel Lessons Intermediate or Living English Structure to supplement the recommended diet, as well as their own material.

4.4 Where there is equipment of high enough quality, tapes are used. Audio-visual equipment was introduced some years ago to accompany 'Passport to English', a French produced a.v. course, but most of this equipment is in need of repair or is simply unused.

4.5 There has been much talk of a local textbook project, and in autumn 1976, Inspectors were requested to begin preparatory work for local textbooks. At the time of writing formal meetings have just been held to discuss the composition of textbook teams. The Inspectorate regularly produces a teaching handbook called 'Guidelines' (copy with ETIC) which gives advice on how to tackle the textbooks recommended. The latest edition is very poorly produced.

4.6 One of the problems facing Faculties and other educational establishments is book supply. Bookshops even in the major centres of Casablanca and Rabat are inadequate and are usually unwilling to order single copies. The main source of English books for higher education is the British Council which runs a thriving book order and resale service. Attempts to transfer this service to local booksellers have not been generally successful, although there are some Longmans' agencies which carry stocks of prescribed textbooks. Teachers outside Rabat, Casablanca and Fez must come to these towns to buy books or order them through the British Council postal book order service. Tapes are an even greater problem because of high import duties and censorship.

4.7 As establishments in higher education are free to choose their own materials, there is great diversity.

4.8 In the Faculties the language books most used are Realistic English, otherwise own texts and tests, Let's Write English, reference books A Practical English Grammar (Thompson and Martinet) and Modern English Practice (Mackenzie). In specialist colleges the book most widely used is Success with English I (which reflects rather badly on the level of achievement in secondary schools) together with appropriate specialist textbooks such as the English in Focus series, Nucleus, Grand Hotel or English for Banking.

4.9 The Faculty of Arts in Rabat possesses few tapes and little functioning equipment. The Instituts Supérieurs are provided with first class equipment, language laboratories, tape-recorders, but suffer from an absence of software for which there is often no budget.

4.10 There are no major projects envisaged in tertiary education at present. A two day conference on ESP was organised by the British Council in April 1976 which stimulated interest in producing relevant materials for Instituts Supérieurs, but there are no genuine ESP specialists at present working in higher education.

5. English Outside the Educational System

5.1 There is a boom in English in Morocco, but the demand is not so great that language schools find it easy to make a living. The most important are:

Casablanca:	International House
	The British Centre
	The English Institute
Rabat:	International House
Agadir:	Tutor Centre

All schools must run commercial/secretarial courses in order to survive and indeed the most successful part of International House, Casablanca, is a full-time bilingual secretarial course. All schools run courses up to Cambridge First Certificate and those in Casablanca also to Proficiency level. Most teaching is part-time, 3 to 6 hours per week, and takes place in the evening. International House has all-expatriate staff, trained and recruited in London. It aims up-market and has a certain social reputation with young well-to-do Casablancans. The other schools have constant staffing problems as they have no direct line to teachers. These schools have no official status.

5.2 There are American Language Centers in Rabat, Casablanca, Fez, Tangier and Marrakech. Courses are coordinated centrally by a director in Rabat and each local director is expected to balance revenue and expenditure. Student enrolment varies from 300 in Marrakech to 1300 in Casablanca. Courses are 3 or 5 hours per week and lower prices for students make them particularly attractive to this group. They are frequently criticised, however, for the political and cultural content of their materials and for poor teaching standards.

5.3 Several large organisations have their own English language schools for training their own staff. These, to our knowledge are Banque du Maroc, OCP (national phosphate company), Royal Air Maroc, Hilton Hotel, Ministry

of Posts, Telegraphs and Telephones. Of these, the Council acts as an Adviser to Banque du Maroc and has already organised several special courses for OCP and PTT.

5.4 International House, Casablanca is the only private school that is seriously involved in ESP and has close links with several large companies in Casablanca. Banque du Maroc has a serious and energetic approach to its courses and a large amount of money has been spent on developing special materials and training staff.

6. British Support for the Teaching of English

6.1 1 Director of Studies
2 Local contract A66 teachers in Rabat
3 ODM ELT Lecturers at CPR
1 ODM ELT teacher/conseiller pédagogique in Casablanca
No BVP programme

6/7 hourly-paid British teachers in the LTC, Rabat and 40-50 British lycée teachers elsewhere in Morocco.

6.2 Centre Pédagogique Régional: 3 lecturers in ELT (ODM).
Casablanca: 1 educational adviser on ELT in lycées (ODM).

6.3 The main activities are direct teaching and teacher education. The educational adviser in Casablanca spends half his working time advising and inspecting probationary teachers and organising workshops and conferences. All have taken part in conferences and summer schools organised by the Council/ODM.

6.4 The Council organises occasional book exhibitions, conferences on ESP and summer schools for teachers (ODM-financed education seminars). There are sponsored tours by British experts who conduct or take part in seminars at the ENS from time to time.

6.5 British teaching materials are widely used throughout Morocco. The majority of textbooks are British (Longman or OUP). British teaching films have proved very successful, in particular the recent Council film Using Magazine Pictures and the series View and Teach. There is an English by Radio series in Morocco at present. Walter and Connie was shown in the past but attempts to sell Slim John did not meet with success. Present efforts are concentrated on promoting Modern Office Limited for broadcasting in 1977.

6.6 There is a British Council Language Centre in Rabat. It has a staff consisting of a Director of Studies (half-time), two contract teachers and 6 hourly-paid staff (variable). At peak enrolment there are over 400 students who follow courses of 3 to 10 hours per week. Courses are run on a 3 term plus one short summer term basis. Most teaching is at lower levels although there are courses up to CPE. The Language Centre also runs ESP courses, though on an ad hoc basis at present. Those taking special courses thus far have included Ministry employees, diplomats, cement technologists, teachers, phosphate engineers, statisticians and computer engineers.

7. American Support for the Teaching of English

A certain amount of information has been given in section 5.1. To this can be added:

7.1 The Peace Corps has a rather too-well organised operation in Morocco to train and service the 93 (197/77) volunteers, who work in some of the remotest parts of Morocco. One hears many criticisms of Peace Corps "teachers", partly because of their lack of pedagogical skill and partly because they live at too high a level for social intercourse with Moroccan teacher colleagues. In higher education there is a Fulbright programme for financing American academics and American university staff working in Europe undertake occasional sponsored tours organised by USIS; the latters' budget does not permit lecturers to be brought from the USA to Morocco. There is an American Field Service Scheme for sending young Moroccans on three month courses to the US and several postgraduate scholarships in TESL are awarded each year.

7.2 The American Language Center in Rabat has organised several seminars for English teachers, the last in April 1976.

7.3 Friendly relations exist between the Council, the Peace Corps and the American Language Center on ELT. There have been no joint projects for several years, though Director of Studies has taken an active part in Peace Corps Conferences in 1976/77.

8. General Statement

8.1 Politically English Language is very much in favour at the moment. The Government is anxious to encourage English teaching and almost all those involved in higher education, commerce and industry and administration are aware of the need for English as a means of international communication and a study tool. At times there is a gap between this awareness and the actual will to carry out necessary plans.

8.2 Prospects: within the educational system the acute shortage of good teachers is the main weakness. This may be alleviated by the employment of more British teachers of English recruited through the Centre for British Teachers. At the time of writing, the pilot group of 34 is still in its first year and it is hoped that in two years this number will have grown to 150 or more. This body of experienced native-speaker teachers in large numbers may cause a critical review of methods and materials, if not a fundamental change in the present pattern which is in no way solidly established or unchangeable.

8.3 It is in higher education that the boom in English is most evident. The English Departments of the universities of Rabat and Fez had 1200 and 600 registered students respectively in 1976/77, and the English section of the Rabat ENS was, for the first time, larger than all its other sections together, with 28 students. The prospect, if uncurbed, is for an unmanageable explosion with falling standards; some signs of the latter are already apparent in Rabat. The Ministry has now sent two recruitment missions to Britain in an attempt to hold the situation. That of 1976, a pilot operation, with some help from the British Council, enabled it to fill 4 vacancies in the Rabat English Department; that of 1977 is intended to recruit a further 15 British lecturers for Rabat and Fez (the latter already has 2 British lecturers recruited in previous years via the British Council). The ENS is currently recruiting separately in the UK for 2 British staff. Pleasant as it is to see more and more British staff entering higher education in Morocco the nettle that has to be grasped is the imposition of selective entry to the English Departments (as has been introduced in the Faculties of Medicine); this will create an élite corps amongst university graduates, however, and although the

entrants to the teaching profession will be better prepared there will be competition for their service from other Ministries and industry. The Ministry of Higher Education is hesitant about introducing selectively in all subjects because of the student strikes which would inevitably follow (as in France), and in any case in other subjects the pressure can be contained; numbers in the French departments in the universities and at the ENS have fallen sharply and this is causing concern, to the French. The Rabat ENS sees itself next year as becoming almost exclusively concerned with the training of teachers of English and there are plans to open a new ENS in Fez to take up the strain. It is even being said that there 'must' be an English medium Faculty of Medicine created, also at Fez, but this will lie at least four yearsin the future.

8.4 In the Instituts Supérieurs and outside the educational system there is a growing awareness of the need for English as a tool for economic and educational progress and the establishment of an institute for producing and coordinating specialised English courses must become a priority.

8.5 There is a recurrent backlash from the French at the 'imperialism' of English and at times one can see their concern to maintain the dominant position of French for political, economic and cultural reasons. In fact English in no way threatens French as the second language at present; French will long remain the "langue de fonction" even if English is often the more socially and esteemed. The real threat to French comes from the promotion of Arabic, and in the long term one may well see a linguistic situation ressembling that of Lebanon, although the extra element of Berber is an important factor.

9. Current Research and Bibliography

There is no central body which records work in progress, and much of the work up to MA level is a restatement of problems and solutions of ELT in Morocco.

Those known to us are:

- An inquiry into the motivation of secondary school pupils learning English in Rabat: Mme Guebbels; ENS, Rabat, 1976. (copy held by ETD).
- Teaching English as a Foreign Language in Morocco: the state of the art and the outlook for the future: Tamer, Georgetown, 1975 (copy held by British Council, Rabat).
- Report of the "Séminaire d'Anglais", 1975: Division des Programmes et des Méthodes, Rabat, 1976 (Copy held by British Council, Rabat and ETIC).
- L'Enseignement Primaire et Secondaire aud Maroc (Official figures, statistics, etc): Ministère de l'Enseignement Primaire et Secondaire, Rabat, 1976 (copy held by British Council, Rabat).